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ABSTRACT

This document provides school district personnel with a self-assessment tool that can be used as a guide or resource when undertaking the development, revision, or evaluation of the physical education curriculum. The tool includes suggestions and sample program content. Because physical fitness is the unique contribution of physical education to the educational program in the schools, it is represented and promoted in two ways: (1) integrated into program content; and (2) as special units such as physical fitness testing, aerobics, or weight training, thus providing in-depth experiences in fitness development, maintenance and knowledge acquisition. Sections of the document include: (1) introductory materials; (2) philosophical considerations; (3) legal authority for physical education; (4) program assessment; (5) student performance expectations; and (6) scope, sequence and time allotment. Sample forms are appended as well as physical education expectations for each grade level. (JD)

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A Tool for Assessing and Designing K-12 Physical Education Programs

Iowa Department of Public Instruction

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A TOOL FOR

ASSESSING AND DESIGNING A K-12

PHYSICAL EDUCATION PROGRAM

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INTRODUCTORY MATERIALS

Introduction

The basic purpose of this document is to provide school district personnel with a self-assessment tool that can be used as a guide or resource when they undertake the development, revision, or evaluation of the curriculum in physical education. The tool includes suggestions and sample program content that may be adopted or adapted by local school districts. The suggestions and content are <u>not</u> intended to be prescriptive or to inhibit creative professional efforts made to best meet local curriculum needs in physical education. Because physical fitness is the unique contribution of physical education to the educational program in the schools and is most effectively developed when fitness-promoting activities appear regularly throughout the school years, physical fitness is represented and promoted in two ways in the material dealing with program content. Physical fitness may be included as a part of almost every class period as calisthenics, as warm-up and cool-down activities, and/or as rigorous participation in the activity being presented. In addition, special units such as physical fitness testing, aerobics or weight training may provide special in-depth experiences in fitness development, maintenance and knowledge acquisition. It is the hope of the writers that this assessment and design tool may <u>assist</u> the local physical education teacher and administrative staff to offer the best physical education program that is possible in consideration of the resources available in each unique school setting. Further, it is hoped that this tool will help stimulate the creation of programs that were once thought to be beyond the limitation of the local setting.

The sections of the tool are color coded as follows:

1. INTRODUCTORY MATERIALS (White)
2. PHILOSOPHICAL CONSIDERATIONS (Yellow)
3. LEGAL AUTHORITY FOR PHYSICAL EDUCATION (Blue)
4. PROGRAM ASSESSMENT (Gold)
5. STUDENT PERFORMANCE EXPECTATIONS (Pink)
6. SCOPE, SEQUENCE AND TIME ALLOTMENT (Green)
7. APPENDICES (White)
8. BIBLIOGRAPHY (Yellow)

Operating Definitions

As you read through the following pages, it may be helpful to keep in mind that the following definitions have been adopted for the indicated terms. In some instances the definitions may be too brief for complete understanding and so an expanded description of the terms marked with an * appears in Appendix A, Glossary.

Aerobics*: A term that is used to identify activities that develop and/or maintain cardiorespiratory endurance.

Assessment: The process of understanding the performance of students in their current setting, involving an interpretive appraisal of performance which may include the use of specific evaluation and/or measurement techniques. In the educational setting, assessment is usually concerned with the total functioning of the individual.

Hypokinetic Disease*: A non-specific condition associated with a lack of physical activity.

Movement Education*: An approach to meeting the goals of physical education through the use of curriculum content and methods of instruction that stress exploring one's personal movement capabilities.

Osteo-porosis*: Progressive bone porosity accompanied by increased susceptibility to fractures.

Physical Education*: The process by which changes in the individual are brought about through movement experiences.

Physical Fitness: The ability to carry out daily tasks with vigor and alertness without undue fatigue, to have ample additional energy to enjoy leisure pursuits, and to meet unusual situations and unforeseen emergencies.

Skills Development: That part of the physical education curriculum in which instruction and practice are provided in specific basic movement skills and in sports skills.

Wellness: A term indicating concern for total body care, mental and emotional well-being including self-confidence and positive self-image, adaptability to stress, nutritional habits and status, and a state of being physically fit. It is more than the absence of disease or infirmity and infers optimal health.

PHILOSOPHICAL CONSIDERATIONS

Rationale For Physical Education

The perceived need for this document is based on social, economic, and legal changes in our society and on the rapidly expanding knowledge upon which physical education is based. The changes tend to lessen the effectiveness of established local physical education programs in meeting the psychological, social and physiological needs of youth today and in preparing youth for their adult years. Curriculum workers generally agree that the curriculum to which all youngsters are committed by law must be based upon the nature and needs of society, the nature and needs of the individual and the nature of learning. Because the nature and needs of society are always changing and the needs of individuals are closely tied to the nature and needs of the society, there is a constant need for curriculum assessment and revision. Further, one's conception of what the curriculum should be depends upon the breadth and depth of one's knowledge about the nature and needs of the society, the needs of individuals in the local setting and upon the nature of learning--which knowledge varies markedly from person to person.

In Iowa, as elsewhere, the role of physical education in the public school setting has been variously identified, questioned and challenged by the public, administrators and physical educators, and a need for unification of purpose appears to exist. Therefore, in this document the role of physical education in the public schools will reflect knowledge and priorities being advanced by the profession's largest and most influential group, The American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) and by its state affiliate, the Iowa Association for Health, Physical Education, Recreation and Dance (IAHPERD).

The AAHPERD thrust may be paraphrased as follows: Physical education contributes to the physical, psychological and social development of children through the medium of physical activities that provide stimulation, challenge, excitement, fun, stress, satisfaction and success. The curriculum content in physical education should complement other curricular areas in the school and provide unique experiences. The unique experiences have historically been and continue to be health related and self-concept related and are often thought of as fitness and movement or skill development. The health relationship encompasses both mental and physical health outcomes with the most significant knowledge advances in the last decade being in the physical health areas. There is now substantial evidence that insufficient levels of physical activity throughout a person's developmental years, and as a part of one's lifestyle throughout adulthood, are strongly associated with a number of prevalent medical problems, including cardiovascular disease, osteoporosis, obesity, back problems, hypokinetic disease and chronic fatigue. Widespread societal recognition of the positive role that regular physical activity plays in the well-being of individuals is reflected in the current "fitness boom" and "wellness movement". The fitness boom and wellness movement have spotlighted the need for consumer education regarding these trends. Fitness equipment, programs and workout garb have become trendy money makers for enterprising individuals, many of whom are more interested in the money to be made than in the well-being of the consumer. More than ever before, physical educators are in a key position to help people make wise choices. The individual's ability to select appropriate physical activity is paramount to developing and maintaining wellness. The need to promote optimal development of physical and mental health among our youth and to foster lifestyles that lead to wellness has never been more evident than now.

The IAHPERD has developed a brief but excellent position statement entitled "Physical Education in the Schools" in which the case for physical education is presented. Curriculum developers are encouraged to review the statement and energetically and creatively utilize the statement to help justify and promote contemplated program improvements. The statement appears in Appendix H. In addition, AAHPERD has identified national objectives for the 90's and is promoting their pursuit nationwide. They appear in the article "Objectives for the Nation — Physical Fitness and Exercise" by Willmore as listed in the bibliography.

Statement of Beliefs

It is widely recognized that every physical education program should be based on a written statement of beliefs or philosophy, a set of broad goals, and specific objectives. The philosophy or beliefs statement should be based on the rationale for physical education as a subject in the school setting and should address needs of students in the particular school district.

Historically, philosophies of physical education in this country have tended to fall into the categories of "education of the physical" or "education through the physical." In recent years, a philosophy of "human movement" has evolved and gained widespread support, particularly at the elementary level. In addition recent research by educational psychologists has lent support to a "play approach" philosophy.

An example of a current philosophy that is very brief follows: Physical education is an integral part of the total education program. It provides opportunities for children to learn from skilled teachers, activities that are fun to do and will lead to improvement in the physical, social, mental, and emotional growth of all children.

Philosophies are sometimes stated in terms of broad outcomes as per the following from the Waterloo School District:

> Physical Education is a carefully planned sequence of learning experiences designed to fulfill the growth, developmental and behavioral needs of each student. It encourages each student to:
>
> DEVELOP an interest and a desire to participate in lifetime recreational sports.
>
> ACQUIRE an appreciation of and a respect for good physical condition, a functional posture and a sense of personal well-being.
>
> DEVELOP the skills of movement, the knowledge of how and why one moves, and the ways in which movement may be organized.
>
> PROMOTE self-analysis which enables the individual to understand one's physical capabilities through movement principles and concepts.
>
> LEARN to move skillfully and effectively through exercise, lifetime activities, sports, dance and aquatics.

ENRICH one's understanding of the concepts of space, time and force related to movement.

EXPRESS culturally approved patterns of personal behavior, interpersonal relationships and self-discipline in and through games, sports and dance.

CONDITION the heart, lungs, muscles and other organic systems of the body to meet daily and emergency demands.

Goals

Broad goals of physical education programs have historically addressed the four developmental areas of the organic, psychomotor, cognitive, and affective domains. The four developmental areas may be reorganized and defined as follows:

Psychomotor-fitness-physical development: the development of proficiency in the performance of basic motor skills, rhythmics, and sports and game skills that require coordination, accuracy and poise; and with the preceeding performed in a graceful and aesthetic manner while utilizing as little energy as possible; and with the preceeding undergirded by effective functioning of the organic systems of the body in order to maintain a desirable level of health and fitness.

Cognitive development: the acquisition of knowledge; the development of sense perception, judgment, memory, imagination, creativity, thinking and reasoning necessary to perform physical skills. Cognitive development is concerned with an accumulation of knowledge leading to enriched living and the ability to make informed decisions about one's physical well-being.

Affective development: the development of the ability to express an appreciation of the values of physical education and of self and others, of feelings and emotions, and the development of desirable standards of conduct. Affective development in physical education is primarily concerned with experiences relating to movement, sports participation and spectatorship.

Objectives

Objectives for physical education programs should reflect stated curriculum goals and should provide specific direction to teachers in their development of learning activities. Objectives may be broad as in the case of program objectives, have a limited range of focus as in instructional unit objectives, or may be very specific as in the case of performance or behavior objectives used in a lesson plan. Objectives may be written in a variety of ways, ranging from general statements to behavioral statements that include a criterion for success. An example of general program objectives for a physical education program would be:

To help students:

develop and maintain an optimal level of physical fitness

develop and maintain efficient motor skills in a wide variety of activities

increase knowledge and understanding of scientific principles, rules and strategies related to physical activities

acquire the knowledge and understanding needed for making informed choices about the role of physical activities in personal well-being

cultivate patterns of positive social behavior and interpersonal relationships

project a positive self-concept

develop leadership ability

foster an aesthetic appreciation of artistic forms of movement

become knowledgeable regarding consumer issues related to physical education and to be able to make intelligent consumer choices, and

identify career opportunities in sports and physical education.

An example of a behavioral objective for a lesson plan is: Seventy-five percent of the students will hit legal underhand serves into the opponent's court on their first serve during the practice games.

LEGAL AUTHORITY FOR PHYSICAL EDUCATION

LEGAL AUTHORITY FOR PHYSICAL EDUCATION

Federal Laws

The implications of federal laws for the operation of physical education programs in public schools, in particular those laws known as Title IX and P.L. 94-142, have been widely discussed and interpreted. While most school districts have moved into compliance with federal laws, a synopsis of those laws is presented as an aid to help districts decide whether or not they are in compliance.

Title IX of the Education Amendments of 1972. This provision prohibits sex discrimination in educational programs that receive federal assistance. Regulations for implementation of Title IX, developed by the U.S. Department of Health, Education, and Welfare Office of Civil Rights, became effective July 21, 1975. While generally prohibiting sex-segregated physical education classes, the regulations allow separation by sex in physical education classes during competition in wrestling, boxing, basketball, football, and other sports involving body contact.

The regulations state that schools must comply with the law as soon as possible. Elementary schools were required to be in full compliance by July 21, 1976, and secondary and post-secondary by July 21, 1978.

Public Law 94-142, Education for All Handicapped Children Act of 1975. This provision states that physical education should be a direct instructional service to all handicapped children. The law specifies that the components of special education and related services must be provided at public expense and under public supervision; at preschool, elementary, and secondary school levels; and in conformity with individualized education plans.

Special education instruction is defined as:

> ... specially designed instruction, at no cost to parents or guardians, to meet the unique needs of a handicapped child, including classroom instruction, instruction in physical education, home instruction, and instruction in hospitals and institutions (Section 602(4) (16)).

As stipulated within their individualized education plans (IEPs), some handicapped students may need specifically designed physical education programs. The school district responsible for the education of the child shall provide the services within the regular instructional program offered by the physical education instructor, or in separate physical education classes designed specifically for handicapped students. Also, arrangements may be made to provide the services through other public or private programs.

Iowa Code. Section 257.25 (b) "g" (selected sections)

PHYSICAL EDUCATION. All students physically able shall be required to participate in physical education activities during each semester enrolled in school. A minimum of one-eight unit each semester shall be required, except that any student participating in an organized and supervised high school athletic program which requires at least as much time of participation per week as one-eighth unit may be excused from the physical education course during the time of his or her participation in the athletic program. In addition, a twelfth grade student who meets the requirements of this paragraph may be excused from the physical education requirement by the principal of the school in which the student is enrolled if the parent or guardian of the student requests in writing that the student be excused from the physical education requirement. A student who wishes to be excused from the physical education requirement must be enrolled in a cooperative or work study program or other educational programs authorized by the school which requires the student to leave the school premises for specified periods of time during the day. The student must seek to be excused from the physical education requirement in order to enroll in academic courses not otherwise available to the student. The principal of the school shall inform the superintendent of the school district or nonpublic school that the student has been excused. Physical education activities shall emphasize leisure* time activities which will benefit the student outside the school environment and after graduation from high school. A pupil shall not be required to enroll in either physical education or health courses if his parent or guardian files a written statement with the school principal that the course conflicts with his religious belief.

Iowa Administrative Code - 670--3.5(10)

Provision for physical education. All students physically able shall be required to participate in physical education activities and meet the requirements as set forth in 257.25(b) "g" and 257.25(7).

Modified physical activities for credit shall be provided as an alternative for those pupils who for health reasons are certified by a physician as unable to take courses as set forth in 257.25.

Iowa Code. Section 257.25. Paragraph 7

The State Board shall promulgate rules to require that a multicultural, nonsexist approach be used by school districts. The educational program shall be taught from a multicultural, non-sexist approach.

Iowa Administrative Code: 670--3.5(5)

Classroom instruction in each area of instruction shall be from a multicultural, nonsexist approach in each school district, kindergarten through grade twelve.

* Interpreted to mean Leisure/Lifetime as presented in Scope and Sequence

PROGRAM ASSESSMENT

RATIONALE FOR ASSESSMENT

The purpose of program assessment is to determine the status or the program and how well the status of program offerings is meeting the student needs that have been targeted in the statement of program goals and objectives. The status of the program's effectiveness in meeting student needs becomes the basis for a written plan for improvement.

Program content and presentation vary greatly due to such variables as philosophy, facilities, community interest and financial support. Therefore some of the available assessment instruments are not suitable for all school situations. This assessment instrument can effectively be used in most situations in Iowa, while also identifying qualities that typically exist in superior programs. The instrument is divided into the following five major categories:

1. The relationship between the physical education program and the total education program.

2. The curriculum in the physical education program.

3. The administration of the physical education program.

4. The fiscal management of the physical education program.

5. The relationship between the physical education program and community.

To use the instrument, read all statements in the category, re-read each statement and rate on the rating scale provided how you perceive the status of your program in terms of that statement. When you have completed the readings of a category, fill in the Needs and Recommendations section at the end of the category. You are urged to put down sufficient commentary for each of the needs and recommendations that when you come back to each category for developing your plan for improvement, you won't have to rethink your initial comments.

Rating scale is as follows:
E = Excellent
S = Satisfactory
NI = Needs Improvement

ASSESSMENT INSTRUMENT

I. The relationship between the physical education program and the total educational program

	Excellent	Satisfactory	Needs Improvement
A. There is a written statement of the current philosophy of the physical education program, which complements the philosophy of the total educational program.	E	S	NI
B. There are clearly written goals and objectives for the physical education program based upon the philosophy.	E	S	NI
C. The individual physical educators have written statements of goals and objectives that guide their teaching efforts toward program goals and objectives.	E	S	NI
D. Provision is made for ongoing revision of statements of goals and objectives as changing conditions warrant, such revision reflecting input from teachers and students.	E	S	NI

NEEDS AND RECOMMENDATIONS FOR PHYSICAL EDUCATION PROGRAM

1. Philosophy:

2. Goals and objectives:

3. Input of physical educators:

4. Input of students:

5. Administrative control:

6. Other recommendations:

II. The curriculum in the physical education program

	Excellent	Satisfactory	Needs Improvement
A. The course of study is written out, is up-to-date, and is being followed.	E	S	NI
B. A K-12 progression in developmental and learning experiences is provided.	E	S	NI
C. The needs, interests and former experiences of students is considered in the planning of curriculum.	E	S	NI
D. The elementary school curriculum provides for:			
Movement education	E	S	NI
Tumbling/gymnastics	E	S	NI
Rhythmics/dance	E	S	NI
Physical fitness	E	S	NI
Sports/games	E	S	NI
Aquatics	E	S	NI
Leisure/lifetime activities	E	S	NI
Adaptives	E	S	NI
E. The middle school/junior high curriculum provides for:			
Tumbling/gymnastics	E	S	NI
Rhythmics/dance	E	S	NI
Physical fitness	E	S	NI
Sports/games	E	S	NI
Aquatics	E	S	NI
Leisure/lifetime activities	E	S	NI
Adaptives	E	S	NI
F. The secondary curriculum provides for:			
Tumbling/gymnastics	E	S	NI
Rhythmics/dance	E	S	NI
Physical education	E	S	NI
Sports/games	E	S	NI
Aquatics	E	S	NI
Leisure/lifetime activities	E	S	NI
Adaptives	E	S	NI
G. A thorough assessment of the curriculum is carried out on a continual basis.			

NEEDS AND RECOMMENDATIONS FOR CURRICULUM

1. Course of study:

2. K-12 progression:

3. Curriculum scope:

4. Curriculum assessment practices:

5. Other recommendations:

III. The administration of the physical education program

	Excellent	Satisfactory	Needs Improvement
A. All students take physical education according to, or in excess of, state minimum requirements.	E	S	NI
B. The physical education department (K-12) has regularly scheduled meetings to conduct department business.	E	S	NI
C. In-service education is provided on a regular basis for the physical education staff.	E	S	NI
D. All physical education staff are certified to teach physical education.	E	S	NI
E. All staff members are active in their professional organizations and stay informed of current developments.	E	S	NI
F. Communication channels between teachers and the school administration are open and readily used.	E	S	NI
G. Class offerings are organized on the basis of student needs.	E	S	NI
H. Teacher-student ratio is adequate for effective teaching (comparable to other educational areas).	E	S	NI
I. There is a written procedure to be followed in the case of accidents.	E	S	NI
J. Prudent safety standards are observed.	E	S	NI
K. Physical education staff members are evaluated on a regular basis.	E	S	NI

	Excellent	Satisfactory	Needs Improvement
L. The provisions of P.L. 94-142 are met.	E	S	NI
M. The provisions of Title IX are met.	E	S	NI

NEEDS AND RECOMMENDATIONS FOR ADMINISTRATION

1. The administrative needs:

2. Communication needs:

3. Professional activity needs:

4. Class organization and procedures needs:

5. Provisions for IEP's for P.L. 94-142:

6. Provisions for Title IX:

7. Other recommendations:

IV. The fiscal management of the physical education program

	Excellent	Satisfactory	Needs Improvement
A. The physical education program receives an equitable share of school funds.	E	S	NI
B. The physical education staff prepares a clear, itemized, written annual budget.	E	S	NI
C. Past financial records are kept for evaluation and future planning.	E	S	NI
D. The physical education program operates efficiently on the allotted budget.	E	S	NI
E. There are adequate storage facilities.	E	S	NI
F. Long-range planning effectively handles major equipment needs.	E	S	NI
G. There are adequate indoor and outdoor facilities for the program.	E	S	NI
H. An up-to-date inventory is kept on all equipment and supplies.	E	S	NI
I. Equipment is properly cared for.	E	S	NI

NEEDS AND RECOMMENDATIONS FOR FISCAL MANAGEMENT

1. Budget needs:

2. Equipment, supplies and facilities needs:

3. Other recommendations:

V. The relationship between the physical education program and community

	Excellent	Satisfactory	Needs Improvement
A. All instructors cooperatively promote the program and maintain good relations with the total community (news media, parents, students, etc.)	E	S	NI
B. The department has surveyed the public's knowledge and beliefs about physical education.	E	S	NI
C. The physical education program is considered valuable by the:			
1. Students	E	S	NI
2. Community	E	S	NI
3. Administration	E	S	NI
4. Faculty	E	S	NI
5. Physical education staff	E	S	NI
D. The entire school faculty is kept informed of what is happening in the physical education department.	E	S	NI
E. Physical education instructors are involved with and support other areas of the educational system.	E	S	NI
F. All school physical education facilities are made available to the community whenever they are not in use for school activities.	E	S	NI

NEEDS AND RECOMMENDATIONS FOR PUBLIC RELATIONS

1. Community needs:

2. Administration needs:

3. Faculty needs:

4. Other recommendations:

GENERAL SUMMARY

The purpose of assessment is to improve the program. An assessment should identify program strengths and weaknesses and result in a plan for strengthening the program. The strengths of the program should provide for a basis for improving weaknesses. Such groups as the community, administration, parents, students and physical education staff should be involved in the assessment process. In addition, such resources as the health, physical education and recreation consultant for the Department of Public Instruction, physical education curriculum specialists in the colleges and universities, peers who teach in highly successful public school programs and the professional literature should be considered for use.

Time Line for Improvement

	Concern	Goals	Dates
Priority #1			
Priority #2			
Priority #3			
Priority #4			
Priority #5			

STUDENT
PERFORMANCE EXPECTATIONS

Introduction

Teachers of all disciplines recognize and acknowledge that children and youth do not grow and develop at the same rate, at the same time, and/or with the same growth patterns and characteristics. However, given what is generally known and accepted about the needs and nature of children and youth today, certain target performances should be within the realm of realistic expectation. Drawn directly from the statement of belief and pre-determined goals and objectives, and with consideration for the needs and characteristics of the typical student population, performance expectations should reflect and represent KNOWLEDGES that students ought to possess, motor and fitness BEHAVIORS that students ought to be able to exhibit and ATTITUDES that students ought to have developed by the end of certain school-related check points.

Performance expectations in physical education should be viewed as exit competencies that students should have acquired and are directly related to the objectives of the school curriculum and of the physical education program. As intended learnings, they become the rationale for the selection of activities (SCOPE), the order in which certain activities might be made available (SEQUENCE), and the time alotted for each activity (TIME ALLOTMENT). To determine appropriate local performance expectations, one should address the questions:

What is a physically educated student?

What is a physically fit student?

What should he/she be able to DO, to KNOW, to FEEL/BEHAVE as a result of completing the requirements of the program?

Using the common grouping schema of grades (primary and intermediate elementary school, middle or junior high school, and senior high school) the following examples of generic student performance expectations are provided to assist the individual teacher and/or department in setting appropriate local performance expectations. The examples are provided as representative samples in each of the three broadly accepted developmental domains (C = cognitive, P = psychomotor [including the fitness/organic/physical domain], A = affective) at each of the grade level groups. They are not to be considered as inclusive or exclusive, but only as examples. Where possible, it is desirable for both the learner and the teacher to state these student performance expectations in measurable or behavioral terms. The specificity of such wording more clearly identifies and encourages the desired outcomes.

EXAMPLES OF GENERIC PERFORMANCE EXPECTATIONS

PRIMARY GRADES

By the time a student completes physical education classes at the primary level, he/she should be able to:

C. 1. Follow safety precautions and rules when participating in physical education.

P. 2. Create simple games, dances, and gymnastic sequences using basic movements.

A. 3. Demonstrate cooperative behavior in working with others in movement activities.

INTERMEDIATE GRADES

By the time a student completes physical education classes at the intermediate grade level, he/she should be able to demonstrate all of the above, plus:

C. 1. Select appropriate activities to raise his/her own level of physical fitness.

P. 2. Execute efficient rhythmical body movements in the performance of games, dance, and gymnastics activities.

A. 3. Demonstrate respect for players and rules by behaving in a fair and courteous manner during physical activity of all kinds.

MIDDLE/JUNIOR HIGH GRADES

By the time a student completes physical education classes at the middle or junior high grade level, he/she should be able to demonstrate all of the above, plus:

C. 1. Identify and utilize basic game strategies in competitive situations.

P. 2. Integrate fundamental body movements with the techniques required to perform specific physical activities.

A. 3. Help self and others improve skill and enjoy participation in physical activities.

SENIOR HIGH GRADES

By the time a student completes physical education at the senior high grade level, he/she should be able to demonstrate all of the above, plus:

C. 1. Plan and follow a personalized conditioning program to improve and/or maintain physical fitness.

P. 2. Demonstrate proficiency in at least one physical activity from each of the categories of activities.

A. 3. Demonstrate respect and sensitivity toward one another while taking part in physical activity with diverse cultural groups, members of the other sex, or the disabled.[1]

In each instance the performance expectation is linked to the goals and objectives of what students ought to KNOW (cognitive domain), to be able to DO (psychomotor domain), to be able to FEEL/BEHAVE (affective domain) as a result of their instruction in physical education classes.

For more examples of performance expectations, refer to Appendix B Page 44.

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[1] Multicultural Nonsexist Education in Iowa Schools: Physical Education, Iowa Department of Public Instruction, 1982, page 6.

SCOPE, SEQUENCE, AND TIME ALLOTMENT

Introduction

Scope, sequence, and time allotment are components of the curriculum that identify what is being taught, when, and for how long. They are organizational concepts that use growth and development as an organizing focus and provide for continuity and sequential development in an attempt to make education functional.[2]

Scope, sequence, and time allotment should all be weighted in direct proportion to the statement of belief, objectives, and goals as well as to the general characteristics and needs of children and youth. In addition, scope, sequence and time allotment should reflect established priorities and the philosophy of the local school and the physical education program.

For example, is the purpose of the program to provide an introduction to many activities, OR is the intent of the program to provide opportunities for particular levels of mastery?

Is the instructional program to be balanced among different kinds of activities, OR is the program intended to emphasize particular categories of activities?

Is the instructional program to be balanced in terms of cognitive, psychomotor and affective outcomes on the part of the students, OR are particular outcomes considered to be more important than others?

Essentially, three basic components are addressed:

1. The variety of activities to be taught (SCOPE).
2. The student developmental level that is most appropriate for each activity to be introduced, to be emphasized, and to be reviewed (SEQUENCE).
3. The amount of time to be devoted to each activity (TIME ALLOTMENT).

Assumptions

In as much as physical fitness is the unique contribution of physical education to the educational program in the schools, it is imperative that fitness promoting activities appear regularly throughout the school years. Physical fitness may be presented and promoted in several ways and the assumption has been made that available avenues are being employed in the

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[2]Annarino, Anthony A., Charles C. Cowell and Helen W. Hazelton, Curriculum Theory and Design in Physical Education. St. Louis: the C.V. Mosby Company, 1980.

program planning within each school. Physical fitness may be included as a part of almost every class period as calisthenics or warm-up and cool-down activities. It may take the form of rigorous/vigorous participation in the activity being presented. Physical fitness may also be addressed through designated instructional units such as physical fitness testing, aerobics, weight training, etc. which provide in-depth experiences in fitness development, maintenance and knowledge acquisition.

In as much as the legal mandates presented in Section 3 of this tool require compliance, it is also assumed that co-educational and adaptive activities are integrated throughout the scope and sequence spectrum of each school where applicable and appropriate.

Recognizing the widespread societal emphasis on the fitness and wellness movements, a final assumption concerning the integration of consumer education related to these trends should be noted. Because physical educators are in key positions to help people make wise decisions about fitness/activity equipment, programs, and attire, a knowledge base enhancing the role of students as consumers should be integrated throughout the program where applicable and appropriate.

Procedures

A variety of effective methods exist for developing and illustrating a structure for the physical education curriculum. A district curriculum coordinating committee composed of representatives from the various populations involved could provide for district-wide K-12 articulation. (Figure A). Follow up sub-committees at each of the various levels, for example, elementary/secondary or elementary/junior high/senior high, would allow for personalization of each program to the needs and objectives of each building/department. In some school systems, a circle graph or pie chart has been used to represent the major physical education topical areas selected, e.g. aquatics, rhythms/dance, physical fitness/conditioning, sports/games, movement education, tumbling/gymnastics, leisure/lifetime activities, etc. (Figure B). In other systems, percentage tables have been used to provide the same type of information (Figure C).

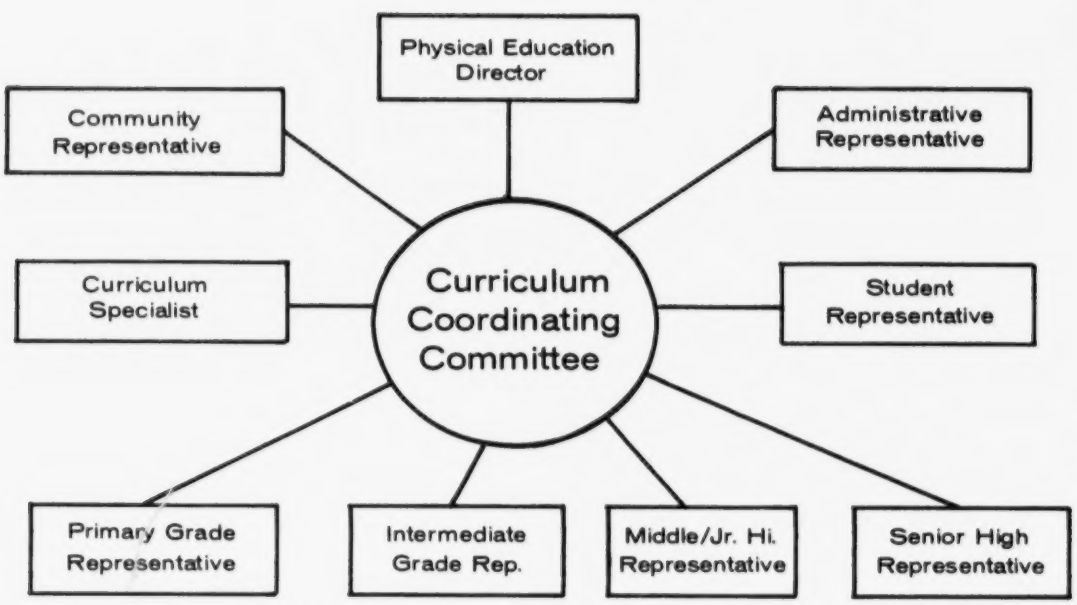
Computerized Scope and Sequence Description

There is a computerized supplement which is designed and available for use on the Apple II computer. It builds on the framework and conceptual areas presented in this publication, and the user should be familiar with the content of this publication prior to using the computerized program.

This computerized program will provide you with the information necessary to shape the curriculum of your school to meet the needs and interests of your students and your community. Recommendations are provided for you, but the program also gives you almost unlimited flexibility in the design of your curriculum.

FIGURE A

POSSIBLE MAKE-UP OF A DISTRICT-WIDE CURRICULUM COORDINATING COMMITTEE FOR K-12 ARTICULATION



You will be led step-by-step through each grade level and asked to select the time allotment which you would like to incorporate in your program for each of the identified scope areas. You will also be asked to either enter or select specific activities in each of these areas for your school. If you do not desire to complete an elementary and a secondary curriculum, you may choose the levels of interest and concern to you. The program will also allow you to receive a printout of the curriculum which you have designed for inclusion in your school's physical education handbook.

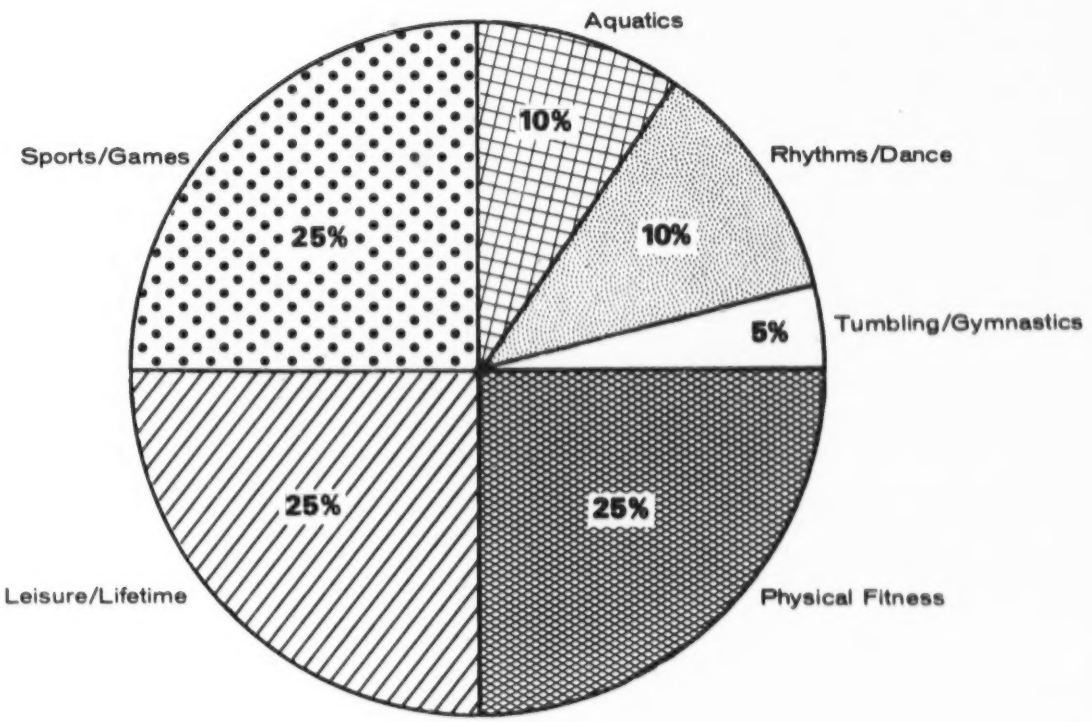
Since schools differ widely in their organizational patterns, it may be necessary for you to modify the actual time allotment presented in this program. The elementary program was based on the school offering physical education for 90 days (alternate days of a 180 day school year), while the secondary program utilized a 36 week school year.

The computerized program can be particularly useful if the activities are changed on a regular basis. This is often done to provide students with a greater variety of offerings and improved progression. It can also be utilized with differential scheduling such as selective scheduling, alternate year cycling, mini-courses, enrichment/remedial, and elective/required programming where activities change based upon student and school needs.

FIGURE B

EXAMPLE OF A SECONDARY LEVEL

SCOPE CHART



Adaptive activities and consumer education are to be integrated throughout where applicable and appropriate. Physical fitness is both integrated with other categories and presented as special fitness activities.

FIGURE C

EXAMPLE OF ELEMENTARY PROGRAM PERCENTAGE GOALS

Primary Grades	Grades K	1	2	3
Movement Experiences and Body Mechanics. . . .	40	35	35	20
Fitness Routines, Activities				10
Rhythmic Activities.	30	25	25	20
Apparatus, Stunts, Tumbling.	15	20	20	20
Simple Game Activities and Relays.	15	20	20	20
Sports Skills and Activities				10
Swimming and Water Safety.				(a)
Intermediate Grades		**4**	**5**	**6**
Movement Experiences and Body Mechanics. . . .		5	5	5
Fitness Routines, Activities, Testing.		20	20	20
Rhythmic Activities.		15	15	15
Apparatus, Stunts, Tumbling, Combatives. . . .		15	15	15
Simple Game Activities and Relays.		20	15	10
Sports Skills and Activities		25	30	35
Swimming and Water Safety.		(a)	(a)	(a)

(a) Swimming and water safety is a recommended area of instruction for elementary school children. The amount allocated to this area would depend upon the facilities and instruction available. If swimming is included in the school program it should proportionately reduce the percentage of time allotted to other activities and would not typically exceed 5-10% of program time.

APPENDICES

Appendix A

Glossary

Aerobics: A term that is used to identify activities that develop and/or maintain cardiorespiratory endurance through elevation of the pulse rate into a range of 65%-85% of maximum and sustaining that level for 20 to 30 minutes. Generally suggested that the activity be repeated 3 or 4 times per week. Several specific formulas have been developed and advocated by different authorities. Most formulas are based on data gathered on older adolescents and young adults and their applicability to other age ranges is not clearly established.

Hypokinetic Disease: A non-specific condition associated with a lack of activity, that is manifested by such symptoms as low-energy level, feelings of weakness, fatigue, a low level of physical endurance, or a generalized feeling of not being fit or well while not being sick with a specific ailment.

Movement Education: An approach to meeting the goals of physical education through the use of curriculum content and methods of instruction that stress exploring one's personal movement capabilities. Expriencing feelings of success in the movements and building self-confidence are prioritized above developing specific skills associated with successful sports performance. Movement is usually associated most strongly with the primary grades and gradually gives way during the elementary school years to an emphasis on sport skill development and physical fitness.

Osteoporosis: Technically meaning porous bones, osteoporosis is, simplistically, a condition in which the normal balanced process of resorbing old bone and laying down of new bone malfunctions so that more bone is resorbed than layed down. Most commonly evident among small boned women who have passed through the menopause, the condition afflicts both sexes, is progressive and is becoming associated on a casual basis with life style. Current research identifies exercise as one of the possible strategies for dealing with the condition and in a general way supports school physical education programs that include a continuous fitness emphasis throughout the school years, which emphasis is designed to promote the development of dense bones.

Physical Education: The process by which changes in the individual are brought about through movement experiences. In the school setting, that subject matter that through instruction and participation in selected physical activities promotes such outcomes as: normal physical growth, physical fitness, development of fundamental body awareness and management skills that are both rhythmic and non-rhythmic, development of specific sport skills, development of a positive self-concept, learning to deal with stress in competitive situation, sportsmanship, and learning to lead and to follow.

Appendix B

Physical Education Expectations*

A. PSYCHOMOTOR/FITNESS

Grade 3 Expectations

1. The student will demonstrate a complete repertoire of perceptual-motor and rhythmic skills in the categories of locomotor, non-locomotor, and manipulation.
2. The student will demonstrate an acceptable age-group level of physical and motor fitness.
3. The student will demonstrate beginning swimming and water safety skills.

Grade 5 Expectations

1. The student will demonstrate a mastery of basic perceptual-motor and rhythmic skills.
2. The student will demonstrate an acceptable age-group level of physical and motor fitness.
3. The student will demonstrate advanced beginner swimming and water safety skills.

Grade 8 Expectations

1. The student will apply perceptual-motor and rhythmical skills in the development of specific skills for a variety of team sports and activities.
2. The student will demonstrate an acceptable age-group level of physical and motor fitness.
3. The student will demonstrate intermediate swimming and water safety skills.

Grade 12 Expectations

1. The student will refine specific skills in order to effectively participate in a variety of lifetime sports and activities.
2. The student will demonstrate an acceptable age-group level of physical and motor fitness.
3. The student will demonstrate swimmer level swimming and water safety skills.

*Adapted from the New Mexico Department of Education.

B. COGNITIVE

Grade 3 Expectations

1. The student will comprehend principles of perceptual motor skill development.

2. The student will understand the basic concepts of locomotor, non-locomotor, and manipulative skills, and the movement qualities of time, space, and force.

3. The student will interpret how regular exercise is an essential part of physical fitness.

4. The student will identify rules and safety procedures that apply to participation in physical activities.

5. The student will understand the difference between acceptable and unacceptable behavior.

Grade 5 Expectations

1. The student will understand that specialized skills, rules, strategy, and terminology are necessary for games and sports.

2. The student will summarize the biomechanical principles of movement.

3. The student will give examples of various self-testing activities used to indicate physical fitness.

4. The student will interpret the purpose of rules and safe behavior in simple game strategies of selected physical activities.

5. The student will give examples of good sportsmanship and of cooperation required of a member of a team.

Grade 8 Expectations

1. The student will apply knowledge of skill performance, rules, strategy, and terminology for at least three team sports and activities.

2. The student will relate biomechanical principles to movement.

3. The student will differentiate between the components of skill and health-related fitness.

Grade 8 Expectations (con't)

4. The student will apply correct rules and safety precautions through participation in physical activities.

5. The student will apply the concepts of teamwork in sports situations and relate the role of an individual on a team.

Grade 12 Expectations

1. The student will assess knowledge of skill performance, rules, strategy, and terminology for at least three lifetime sports and activities.

2. The student will analyze and apply biomechanical principles of physical skills necessary to produce skilled movement.

3. The student will evaluate the concepts of physical fitness and develop an acceptable individual program to maintain physical fitness throughout life.

4. The student will appraise rules and safety measures for all physical activities performed.

5. The student will compare and contrast the proper roles of participants and spectators.

C. AFFECTIVE

Grade 3 Expectations

1. The student will acknowledge socially desirable and acceptable behaviors in the areas of respect for others, assuming responsibility, leadership, and contributing to the group.

2. The student will be aware of individual differences in physical ability and physical performance.

3. The student will experience the joy and fun of movement.

Grade 5 Expectations

1. The student will respond with socially desirable and acceptable behaviors in the areas of respect for others, assuming responsibility, leadership, and contributing to the group.

2. The student will be aware of and appreciate the physical capabilities of the human body.

3. The student will accept responsibility for performance and standards of achievement.

Grade 8 Expectations

1. The student will develop socially desirable and acceptable behaviors in the areas of respect for others, assuming responsibility, leadership, and contributing to the group.

2. The student will display knowledge of one's own physical capacity and potential.

3. The student will initiate a positive attitude toward physical fitness and movement activities by working to improve skills and to learn new skills.

Grade 12 Expectations

1. The student will exhibit socially desirable and acceptable behaviors in the areas of respect for others, assuming responsibility, leadership, and contributing to the group.

2. The student will set a level of aspiration that is within reach and be motivated to seek this level.

3. The student will integrate the value of fitness and physical activity through an observed commitment to a healthy lifestyle.

D. PROGRAM COMPLETIONS EXPECTATIONS

1. The student will refine specific skills in order to effectively participate in a variety of lifetime sports and activities.

2. The student will demonstrate an acceptable age group level of physical and motor fitness.

3. The student will demonstrate swimmer level swimming and water safety skills.

4. The student will assess knowledge of skill performance, rules, strategy, and terminology for at least three lifetime sports and activities.

5. The student will analyze and apply biomechanical principles of physical skills necessary to produce skilled movement.

6. The student will evaluate the concepts of physical fitness and develop an acceptable individual program to maintain physical fitness throughout life.

7. The student will appraise rules and safety measures for all physical activities performed.

8. The student will compare and contrast the proper roles of participants and spectators.

9. The student will exhibit socially desirable and acceptable behaviors in the areas of respect for others, assuming responsibility, leadership, and contributing to the group.

10. The student will set a level of aspiration that is within reach and be motivated to seek this level.

11. The student will integrate the value of fitness and physical activity through an observed commitment to a healthy lifestyle.

Appendix C

Scope and Sequence Samples

The samples which follow are not to be considered as endorsements. They are provided as possible references for the reader.

SAMPLE 1

Scope of the Physical Education Instructional Program

A quality physical education program in most schools will provide for a balanced sequential program of low-organized activities, conditioning activities, rhythms and dance, games, gymnastics, and individual and team sports. Upon completion of twelve years of physical education, the student will have had the opportunity to both obtain and understand the need for a well-conditioned body trained in a broad range of physical skills. The program will allow for effective participation in leisure time activities during adult life.

Primary-Program Description

The elementary school physical education program will be centered around movement education (problem-solving) and low-organizational activities. It is through these movement experiences and activities that young children learn about themselves, what they can do and how they relate to the world around them, as well as developing psychomotor, cognitive and effective skills.

A large majority of suggested experiences for the elementary school program are individual in nature, centering on body management, rhythms, manipulative skills, apparatus, stunts and tumbling.

These types of experiences offer children opportunities to explore, try out and create. They learn to express themselves through movement.

At this stage of development, the elementary child will have opportunities to lay the foundation for body management and control. Fitness needs are taken care of within movement experiences. These experiences will be geared to meet the divergent needs of all pupils - including any with handicapping conditions.

Intermediate-Program Description

The upper-elementary school physical education instructional program will be built upon the foundation of skills, knowledges and attitudes acquired at the primary levels.

Emphasis will, however, center more on team sport activites, large apparatus use and fitness testing and its comprehension. Values along the lines of social and emotional control during play will be taught, and the student will learn basic rules of the major sports. Intramural offerings of various sport and gymnastic activities will be made at these grade levels for the first time.

Middle School/Junior High - Program Description

The physical education program will be comprised predominately of team sport activities, gymnastics and rhythm and dance. Lifetime sport activities may be introduced on a moderate basis.

Emphasis will continue to be placed on fitness testing and its implication, and the student will be offered a varied intramural program after school hours.

Secondary School - Program Description

The secondary school physical education program will be a required program. However, pupils will be able to select from the course offerings two team sport activities and six lifetime activities of their own liking.

The specific intent of the program will be to provide each pupil with a mastery of diverse skills, a knowledge of rhythmic activities and sports, an ability to resist and endure fatigue, an understanding of the effect of exercise, a development of socially approved sports conduct, and an appreciation and desire to enjoy and regularly participate in physical activities throughout life.

SAMPLE 2

Revised Pre-K-12 Physical Education Scope and Sequence Chart

PRE - K-K
(Ages 3-5)

Fall	Winter	Spring
(Required) Basic Movement Experiences Simple Rhythms Manipulative Skills	Basic Movement Experiences Simple Rhythms Manipulative Skills	Basic Movement Experiences Simple Rhythms Manipulative Skills

GRADES 1-3
Primary (Ages 6-8)

Fall	Winter	Spring
(Required) Developmental Movement Games of Low Organization Relays	Developmental Movement Games of Low Organization Rhythmic Activities Relays	Developmental Movement Games of Low Organization Rhythmic Activities

Simple Team Games Rhythmic Activities Individual and Dual Activities		Relays Individual and Dual Activities

GRADES 4-6
Intermediate
(Ages 9-11)

Fall	Winter	Spring
(Required) Touch Football Related Activities Soccer Type Activities Individual and Dual Activities	Basketball-Type Activities Gymnastics Rhythmic Activities Volleyball Type Activities Street Hockey	Softball-Type Activities Relays Track-and-Field Individual and Dual Activities

GRADE 7
(Age 12)

Fall	Winter	Spring
(Required) Tennis Soccer	Gymnastics Volleyball Basketball Weight Exercising Rhythmic Activities	Track and Field Badminton

GRADE 8-9
(AGES 13-14)

Fall	Winter	Spring
(Selective) Touch Football Soccer Badminton Tennis Paddleball	Gymnastics Basketball Volleyball Weight Exercising Rhythmic Activities Street Hockey Paddleball	Badminton Tennis Track-and-Field Softball

GRADE 10
(Age 15)

(Required and Selective) 5-Week Units

(Swimming Required)

(Selective)

Soccer
Ice Skating
Touch Football
Handball-Paddleball
Archery
Tennis
Badminton
Gymnastics
Golf
Basketball
Volleyball
Rhythmic Activities
Weight Exercising
Softball
Track-and-Field

GRADES 11-12
(Ages 16-17)

(Selective) 5-Week Units

Swimming
Senior Life Saving
Soccer
Ice Skating
Touch Football
Handball-Paddleball
Archery
Tennis
Badminton
Gymnastics
Golf
Basketball
Volleyball
Rhythmic Activities
Weight Exercising
Softball
Track-and-Field

SAMPLE 3

Physical Education Program Content*

Activity	Type of Sport: Team	Indv.	Life Time	Grade Level: K	1	2	3	4	5	6	7	8	9	10	11	12
Angling/ Casting		X	X												X	X
Aquatics		X			X	X	X	X	X	X	X	X	X	X	X	X
Archery		X	X								X	X	X	X	X	X
Badminton		X	X								X	X	X	X	X	X
Basketball	X							X	X	X	X	X	X	X	X	X
Bicycling		X	X					X	X	X	X	X	X	X	X	X
Bowling		X	X							X	X	X	X	X	X	X
Dance/ Rhythms		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Fencing		X	X											X	X	X
Field Hockey	X												X	X	X	X
Games/ Relays	X			X	X	X	X	X	X	X						
Golf		X	X									X	X	X	X	X
Gymnastics		X					X	X	X	X	X	X	X	X	X	X
Handball		X	X										X	X	X	X
Movement Exploration		X		X	X	X	X									
Orienteering		X	X												X	X
Physical Fitness/ Conditioning		X		X	X	X	X	X	X	X	X	X	X	X	X	X
Recreational Group Games	X			X	X	X	X	X	X	X	X	X	X	X	X	X
Riflery		X	X												X	X
Self-Defense		X	X								X	X	X	X	X	X
Soccer/ Speedball	X							X	X	X	X	X	X	X		
Softball/ Mushball	X		X					X	X	X	X	X	X	X		
Table Tennis		X	X					X	X	X	X	X	X	X		
Tennis		X	X					X	X	X	X	X	X	X		
Touch Football	X		X					X	X	X	X	X	X	X		
Track/ Field		X			X	X	X	X	X	X	X	X	X	X		
Tumbling/ Self-Testing		X		X	X	X	X	X	X	X	X	X	X			

*Adapted from the Indiana Department of Education.

SAMPLE 4

SAMPLE LIST OF PROGRAM ACTIVITIES*

Physical education is education for students now and in the future. Activities provide opportunities for teachers and students to learn about, participate in and evaluate instruction. Curriculum activities are usually selected from groups such as the following:

Movement
- posture
- body mechanics
- advanced routines
- advanced games/ sports skills

Rhythmics and dance
- line dance
- square dance
- folk dance
- disco
- modern dance
- creative dance

Games
- low organization
- recreational games
- team handball
- ultimate frisbee

Tumbling and gymnastics
- tumbling progressions
- stunts
- routines
- self defense
- gymnastics
  - balance beam
  - parallel bar
  - uneven parallel bar
  - horizontal bar
  - long horse
  - short buck
  - still rings
  - trampoline (optional)

Sports
- softball
- soccer
- speedball
- basketball
- volleyball
- field hockey
- touch football
- track and field
- wrestling

Lifetime Sports
- golf
- tennis
- table tennis
- archery
- bowling
- racquetball
- badminton
- frisbee
- bicycling
- skating

Aquatics
- swimming stroke
- entry and exit
- diving
- reach and rescue techniques
- artificial resuscitation

Physical Fitness
- jogging
- aerobics
- dance
- exercises
- rope jumping
- running
- swimming
- biking
- cross country skiing
- weight program
- slimnastics
- calisthenics
- Canadian Air Force Program
- Marine Corps Program
- walking, jogging, running
- interval training
- parcourse
- isokinetics

New Games

*Adapted from the Ohio Department of Education.

Appendix D

Sample Letter from School to Physician*

_____, 19____

Dear Doctor:

In the course of a routine motor and physical screening, it was noted that your patient, _____, a pupil at the _____School, has the following conditions: _____

In addition to the regular physical education program, we have available an ADAPTED PHYSICAL EDUCATION program, which is designed to provide individualized prescriptive developmental motor and physical development programs for children.

This program is planned scientifically and cooperatively by the Division of Medical Services and the Division of Physical and Health Education.

If you care to send us any recommendations with reference to the above-named pupil, we should be glad to hear from you. In this event, please fill in the form below and return to the school.

If you wish further details, the school nurse will welcome a telephone call. (The telephone number is_____.)

Your follow-up of this pupil and continued reports and recommendations will be welcomed.

Yours truly,

Superintendent of Schools

_____

Date_____

Name of Pupil_____

Diagnosis_____

Physician's Recommendations_____

_____

_____

_____

Physician's Signature

*Adapted from the Ohio Department of Education.

Appendix E

Sample Referral Form from Physician to School*

Physician's Recommendation for Physical Education and Other Physical Activities.

Dear Physician:

Pupils enrolled in the public schools participate in physical education which is designed to meet the growth and developmental needs of both boys and girls. In addition many pupils participate in other types of physical activity such as intramural programs, inter-school athletics, band, drill team. To identify specific needs of each pupil, the physician, parents, and school personnel must work cooperatively. Please provide us with the information listed below so that we can provide appropriate activities for:

_____(Pupil's name)

Findings and Recommendations to the School

I have examined_____(pupil's name) and find the following handicaps, if any: _____
_____

I recommend the following: (Check the appropriate item or items)

_____ 1. No restriction on any type of activity.
_____ 2. Participation in all activities (intramural and other activities in addition to physical education) with the exception of inter-school athletics.
_____ 3. No restriction on activities in physical education.
4. Adaptations in physical education to fit individual needs:
   _____ a. Little running or jumping.
   _____ b. No running or jumping
   _____ c. No activities involving body contact.
   _____ d. Exercises designed for rehabilitation.
   _____ e. Strenuous conditioning exercises.
5. Other specific adaptations or functional limitation: _____
   _____

I recommend the adaption for:

_____ 2 weeks, _____ 1 month, _____ 3 months _____ 6 months

Other period of time: _____
Date _____
Signature:_____
Address: _____

Please mail this form to: (Name and address of school should be given here)

*Adapted from the Ohio Department of Education.

Appendix F

Sample Letter to Parents from School*

Date_____

Dear Mr. and Mrs._____

As a result of our recent physical assessment program, _____

_____

has been referred to me as a possible candidate for the adapted physical education program at _____ Junior High School. This program can either be taken in place of the regular physical education program or in addition to the regular classes.

Enclosed are copies of our eligibility requirements, aims and objectives of the program, an introductory letter and a fact sheet. Please complete the forms and return them in the enclosed self-addressed envelope. If I can be of further assistance please contact me at _____
_____.

Respectfully,

Adapted Physical Education
Program Coordinator

*Adapted from the Ohio Department of Education.

Appendix G

Sample Accident Report

Pupil_____ Date_____

School_____ Grade_____

Description of Injury _____

_____

_____

_____

Cause _____

_____

_____

_____

Procedure Followed_____

_____

_____

_____

_____

Witnesses, if any:

1. _____

2. _____

3. _____

_____

Teacher in Charge

(Please file a copy of this report with your principal immediately after any accident occurs. He/She, in turn, will file a copy with the superintendent.)

Adapted from the Ohio Department of Education

Physical Education in the Schools

A Position Statement by the Iowa Association for Health, Physical Education, Recreation, and Dance (IAHPERD)

Physical Education is Basic in School Curriculum

Research findings clearly demonstrate that regular exercise, from early childhood throughout life, is a primary factor in maintaining health and enriching the quality of life. Physical activity has long been regarded as necessary for the normal growth and development of children and youth. Regular exercise is now recognized by the medical profession as a major factor in the prevention of cardiovascular disorders which claim more lives each year than any other form of illness. Exercise has also been shown to be effective in relieving tensions, thereby promoting relaxation and the reduction of stress in our highly technical society.

Physical education is the *only* offering in the school curriculum which provides *all* children and youth the opportunity to develop movement skills in physical activities through which they may currently acquire and maintain throughout life the physical fitness essential to their health and well-being. Although physical education also makes significant contributions to the psychological, mental, and social development of children and youth, its unique contribution to the total offerings in the school is the immediate and future enhancement of the health and well-being of the students through physical activity. It is this unique contribution which mandates that physical education be regarded as basic in the school curriculum and taught by well qualified and certified personnel.

Physical Education Should be Required Three Times per Week Minimum Throughout Each School Year

Research findings show that regular participation in vigorous physical activities results in well-defined physiological adaptations in the body. When regular participation is discontinued, these adaptations reverse and the body degenerates to its former physiological state. Similarly, skill in any motor activity can only be acquired through regular practice; discontinuation of practice sessions results in loss in the motor skill in question.

Hence, to profit from the benefits of exercise and to develop movement skills in physical activities suitable for life-long participation, all students must be enrolled each year throughout their school careers (i.e., elementary school, junior-high school, senior-high school) in physical education classes that meet not less than three times a week.

Interscholastic Athletics is not an Appropriate Substitute for Physical Education

Although programs of interscholastic athletics in the schools may meet the immediate movement and exercise needs of the participants during their season of competition, such programs do not accommodate *all* of the students. Interscholastic athletic programs are inherently selective in nature. The larger the enrollment of a school, the smaller the percentage of students who can participate in interscholastic athletics. Further, the team sports which comprise the major part of any interscholastic athletics program are not activities in which students will be able to participate throughout their adult years. The only offering in the school which provides for both current and future exercise needs of all students is physical education.

Note: The development of this position statement is largely due to the efforts of Louis E. Alley, Professor Emeritus, University of Iowa.

Appendix I

Instructions for Using the Computerized Curriculum Guide

The computer program is a supplement to this manual and is published by the Iowa Department of Public Instruction. It builds on the framework and conceptual areas presented in this publication, and the user should be familiar with the content of this publication prior to using the computer program. To use the program you must have either Apple II (Plus, E, or C) computer with at least 64K of memory. If you are unfamiliar with computers, ask the person responsible for your computer service. The program requires no previous experience with computers and is designed to be "user friendly".

This program will provide you with the information necessary to shape the curriculum of your school to meet the needs and interests of your students and your community. Recommendations are provided for you, but the program also gives you almost unlimited flexibility in the design of your curriculum.

You will be led step-by-step through each grade level and asked to select the time allotment which you would like to incorporate in your program for each of the identified scope areas. You will also be asked to either enter or select specific activities in each of these areas for your school. The program will ask you if you desire to complete an elementary or a secondary curriculum, you may choose one of the levels for each session. The program will also allow you to receive a printout of the curriculum which you have designed for inclusion in your school's physical education handbook.

Since schools differ widely in their organizational patterns, it may be necessary for you to modify the actual time allotment presented in this program. The elementary program was based on a school offering physical education for 90 days (alternate days of a 180 day school year), while the secondary program utilized a 36 week school year.

This program can be particularly useful if the activities are changed on a regular basis. This is often done to provide students with a greater variety of offerings from year to year or when the school uses selective scheduling and the activities change based upon student interest.

1. To begin, place the disk in the disk drive slot (with the labels up and the notch to the left) and turn on the computer (the switch is usually on the back, left corner of the computer). Do not turn the computer on before inserting the disk!

2. You will automatically receive instructions on the screen. After reading the instructions, press the [Return] key as requested.

3. You will be asked to select the level where you would like to begin the program. Use the arrow keys (or L,R on an Apple II plus) to choose a level.

   1. K-6 2. 7-12
   Hit the [Return] key to proceed.

4. If this is your first session with the program, select N for a new session. If you want to update your curriculum, you would select C.

5. You can personalize the program by typing in the name of your school. If your school's name is not as long as the example given, just complete the line with spaces by hitting the space bar. Hit the [Return] key to proceed.

6. You will be presented with a suggested scope chart for either K-6 or 7-12 depending on the grade level you selected. It would be a good idea to press the ? key to get instuction like the ones below.

INSTRUCTIONS: IF YOU ACCEPT THE SUGGESTED SCOPE CHART, THEN YOU WILL BE ASKED TO TYPE IN THE APPROPRIATE NUMBER OF ACTIVITIES FOR THE SUGGESTED PERCENTAGE OF CLASS TIME. IF YOU DO NOT ACCEPT THE SUGGESTED SCOPE CHART, THEN YOU WILL BE ALLOWED TO CONSTRUCT YOUR OWN PERCENTAGES FOR THE SCOPE CHART BY USING THE COMMANDS LISTED BELOW. IF THE PERCENTAGE TOTALS DON'T ADD UP TO 100%, THEN THE TOTALS WILL FLASH UNTIL CORRECTED. YOU CAN'T ACCEPT THE SCOPE CHART UNTIL ALL TOTALS EQUAL 100%.

PRESS Q TO QUIT AND SAVE SESSION.
F TO READ THE FOOTNOTE.
A TO ACCEPT THE SCOPE CHART.
S TO SAVE THE SCOPE CHART.
P TO PRINT THE SCOPE CHART TO A PRINTER.
0 - 9 TO ADD A DIGIT TO THE RIGHT.
DELETE TO ERASE THE LAST DIGIT. (For Apple II Plus, use left arrow key.)
↑ TO MOVE UP TO A NEW ACTIVITY
↓ TO MOVE DOWN TO A NEW ACTIVITY.
← TO MOVE LEFT TO A NEW GRADE LEVEL.
→ TO MOVE RIGHT TO A NEW GRADE LEVEL.

PRESS ANY KEY TO RETURN TO THE SCOPE CHART.

You may want to experiment a little with the first session, so try moving around with the arrow keys (or L,R,U,D on an Apple II Plus). You may also want to read the footnote on Aquatics and Adaptives.

7. If you wish to change the percentages in the scope chart, move the area you want to change, press the [delete] key and enter the number you want. If your total for a grade level does not reach 100%, the Total will flash to remind you.

8. When you have adjusted the scope chart for your needs, you can accept the scope chart by typing A.

9. The program differs for the elementary and secondary levels. In the elementary level, you are asked to list specific activities for each scope area based on the percentages which you accepted in the scope chart.

In the elementary session you are offered instructions like the ones below.

INSTRUCTIONS: TO ENTER A NEW ACTIVITY NAME OR REPLACE AN EXISTING ACTIVITY NAME, MOVE TO ACTIVITY NAME AND THE DESIRED ROW BY USING THE ARROW KEYS. THEN PRESS DELETE, TYPE IN THE NEW ACTIVITY NAME, AND THEN PRESS RETURN. CHANGING THE DAYS WORKS THE SAME AS CHANGING THE PERCENTAGES IN THE SCOPE CHART.

PRESS Q TO QUIT AND SAVE SESSION.
S TO SAVE SESSION.
A TO ACCEPT THE ACTIVITY LIST
P TO PRINT THE ACTIVITY LIST TO PRINTER.
0 - 9 TO ADD A DIGIT TO THE RIGHT.
DELETE TO REPLACE AN ACTIVITY OR ERASE LAST DIGIT. (For Apple II Plus, use left arrow key.)
↑ TO MOVE UP A ROW.
↓ TO MOVE DOWN A ROW.
← TO MOVE LEFT A COLUMN.
→ TO MOVE RIGHT A COLUMN.

PRESS ANY KEY TO RETURN TO THE ACTIVITY LIST.

The secondary level has these instructions:

INSTRUCTIONS: TO ENTER A NEW ACTIVITY NAME OR REPLACE AN EXISTING ACTIVITY NAME, MOVE TO ACTIVITY NAME AND THE DESIRED ROW BY USING THE ARROW KEYS. THEN PRESS DELETE, TYPE IN THE NEW ACTIVITY NAME, AND THEN PRESS RETURN.

PRESS Q TO QUIT AND SAVE SESSION.
S TO SAVE SESSION.
A TO ACCEPT THE ACTIVITY LIST.
P TO PRINT THE ACTIVITY LIST TO PRINTER.
SPACE TO SELECT/DESELECT ACTIVITY NAME.
DELETE TO REPLACE AN ACTIVITY OR ERASE LAST DIGIT. (for Apple II Plus, use left arrow key.)
↑ TO MOVE UP A ROW.
↓ TO MOVE DOWN A ROW.

PRESS ANY KEY TO RETURN TO THE ACTIVITY LIST.

It is important to notice that you cannot just start typing the names of the activities. You must first hit the [delete] key. This is done so that the computer can recognize the entry as an activity name and not a command (like P for Print or A for Accept). It is a good idea to save the session often, just in case something happens. This will enable you to come right back to where you were without having to enter everything again. When you get all of the activities listed, the program will take you to the next scope area. When all of the areas are completed, it will take you to the next grade level.

The secondary part of the program operates a little differently. Since many of us use similar names to describe activities at this level, you are asked to select specific activities or sports from a list. This is done by moving up or down to the activity and then pressing the [Space Bar] to select or deselect the activity. The number of activities that you are to select is

based on the percentages accepted in the scope chart. If you have a unique activity name you can enter that name at the bottom of the list and select that activity. There has been some time set aside for administrative work such as assigning lockers and scheduling, but no specific time can be selected for that activity. Therefore, you can type in the name of the activity (which will be printed) but you will not be allowed to select it as part of your program (unless you have altered the scope chart to give it more time). When you get all of the activities selected, the program will take you to the next scope area. When all of the areas are completed, it will take you to the next grade level.

10. When you have completed a session (K-6 or 7-12), you should select Q to quit and save. You can get a complete printout of your curriculum complete with the scope chart and activities selected.

11. Any time in the future that you wish to modify either the scope chart or the activities, all you have to do is insert the disk, select continue an old session and make your modifications.

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